

# THE SCHOOL AND COMMUNITY

SUCCESSOR TO THE BULLETIN

PUBLISHED MONTHLY BY THE MISSOURI STATE TEACHERS ASSOCIATION

*Columbia, Mo.*

## The Never-Old

They who can smile when others hate,  
Nor bind the heart with frosts of fate,  
Their feet will go with laughter bold  
The green roads of the Never-Old.

They who can let the spirit shine  
And keep the heart a lighted shrine,  
Their feet will glide with fire-of-gold  
The green roads of the Never-Old

They who can put the self aside  
And in Love's saddle leap and ride,  
Their eyes will see the gates unfold  
To green roads of the Never-Old

—Edwin Markham in Gates of Paradise

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# THE SCHOOL AND COMMUNITY

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Successor to

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THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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## EDITORIAL

### MY TASK, MY JOY, MY OPPORTUNITY

Today I meet my task, my joy, my opportunity!  
 I meet this group of boys and girls,  
 This mass of life, this sum of all the living past,  
 This germ of all that is to be:  
 This long stretch of body-life, representing length of years  
     greater than Enoch or Methuselah had.  
 I meet here the ages of life that these bodies will mold,  
 And the eons of life that will inherit these.  
 I meet these personalities, these souls, these immortals;  
 These for whom all commodities exist—  
 All science, all philosophy, and all order,  
 And for whom is all beauty of sense and spirit:  
 These who are the ends of all values, past, present, and future;  
 These "I-am-that-I-ams", with their "endless announcements",  
 Their developing democracies, their approaching perfections,  
 And their ideals that move toward greater perfections.

My Task: to show them somewhat of themselves,  
 To put into their hands the tools of self-realization,  
 To move aside the screens of fear and hate and ignorance that  
     hide them from themselves and from each other.

My Joy: to be here in this room, on these grounds, and in this  
 community, associated with the greatest and the equals  
 of the greatest.

My Opportunity: to realize, through my work with them, my  
 own indispensibility, my own ideals, my own eternity.  
 To here be what each one is, and is to be—a Self at that  
     Self's work.

"Every teacher in the state a member of the Missouri State Teachers' Association this year, or one hundred per cent enrollment everywhere" is the goal of the Association, and it seems certain that we are going to reach it from reports received to date. Every-Teacher A Northeast Missouri a Member county superintendent writes "One hundred per cent as usual."

A Central Missouri superintendent reports that his county will undoubtedly reach the 100% goal. A Southeast Missouri county superintendent has already sent in a fine list and his other teachers will enroll shortly. A number of Northwest Missouri county superintendents have indicated that their counties will be in the 100% class. These are samples of the reports coming to the office of the Secretary.

Of course, "there is a reason" why the teachers of the state are planning to make a great enrollment this year. They realize that all the good school legislation that has been secured during the last year and preceding years has been actively supported by the Association and they further know that the Association is active three hundred and sixty-five days in the year for the interests of Missouri boys and girls, the Missouri schools and the Missouri teachers. They appreciate this and are showing their appreciation in an effective way by enrolling as members. No good reason has ever been offered for not enrolling. The Missouri teachers are enrolling NOW.

Notwithstanding the good work that has been done there is Herculeanean work yet to do. In the near future the delegates to the constitutional convention will be elected. The teachers, together with the friends of education in the State, must see to it that the educational interests of the present and future generations are properly safeguarded and guaranteed. California has written into its constitution a minimum

#### Plenty of Work Ahead

pupil in average daily attendance amounting to \$60 per child to the elementary grades and \$90 per child in the secondary schools. Surely we will not stop short of doing at least half as much for Missouri boys and girls. The County Unit bill has been referred by a small minority of the voters of the State who signed the petitions either because they were against giving the country boys and girls a square deal, or because they had a misconception of what the measure would really do, or for political reasons or merely to accommodate the person who carried the petitions and who in some instances were being paid so much a name for each person whom they induced to sign. This measure will be endorsed by the people in November, 1922, if

the friends of education and educational democracy do their duty. These are some of the things that lie ahead. There are many others that will challenge our manhood and womanhood, our patriotism and our love of social justice. Our work is big enough for all. It needs the help of each.

Just as the success of our government is to be found in the people that constitute the electorate so is the success of our State Teachers' Association to be found in the rank and file of the teachers. Their devotion to the profession, their willingness to do unselfish work for the good of the group, their zeal for the welfare of the schools of the State are the determining

#### Community Associations Should Organize Early

factors in the effectiveness of the organization as a whole. It is easy to criticize the one higher up, and sometimes it is necessary and wholesome to have this done, but it is far more difficult and necessary to do the ground work so well that there will be no need for such criticism. Activity is the law of life. It is better for the child to be busy at mischief than for him to sit idly and suck his thumb. It is better that your local association be busy and make mistakes than that you die of inactivity. Between now and November first you are to elect delegates to the State Association who will represent you in the Assembly of Delegates. Between now and November first you are to organize by electing officers of your Community Association. The earlier this is done the more time you will have for constructive work in your community. It is natural that the Superintendents should generally lead in this, but teachers should not surrender their own initiative and their own ideals simply because a higher officer for one reason or another fails to act. The organization is a



TEACHERS' Association, and the purpose of the re-organization was to give to each and every teacher an opportunity to make his or her contribution toward the conduct of affairs. If you have not yet organized, find out why; make a start.

United States Commissioner of Education, J. J. Tigert, having scarcely recovered from the shock of surprise incident to his appointment to this high office, pleases the pardonable pride of the valiant defenders of Missouri's fair name, by declaring that Mr. Leonard P. Ayres is grossly in error when he makes our State stand thirty-fourth in the sum total of certain measurable details of our public schools.

Commissioner Tigert, gallant Kentuckian that he is, herein exhibits his knightly qualities. He was the guest of Missouri, a leading figure in the festivities incident to the Semi-Centennial and Home Coming ceremonies of one of her great educational institutions, he was at dinner with a small group of prominent Missourians, when suddenly he was confronted with the question, "What about Missouri's rank?" It was the time for mutual compliments, pleasant conviviality was the spirit of the hour and Doctor Tigert rose to the occasion as becomes a southern gentleman. What red blooded son of the south ever looked into the smiling face of his hostess without returning the smile? Who knows of one who while basking in the hospitality of his lady fair would measure her with the tape of the scientist and note her chest expansion, heart action, flat footedness, excessive waist line, and family history? Dr. Tigert complimented Missouri. He scoffed at the Statistician who would presume to say that Missouri ranked 34th in anything. He stated that it was impossible to rank the states educationally but that if it were possible to rank them Missouri would be found no lower

than fifth or sixth. His fine naiveté left us free to assume that Missouri ranks first if the truth were known, and encouraged us to give her even a higher place as soon as one is invented. Commissioner Tigert has yet to prove many of his abilities, but as a genial guest, a courtly complimenter and a gallant defender against the unfeeling facts of the statistician, his reputation is established. Missouri's educational status is settled—not lower than fifth or sixth. Thank you Dr. Tigert. You have saved us years of work. We may now resume our dreamless sleep.

Two important amendments to the Associations constitution were adopted at the Kansas City meeting last fall. One provided for the election of Community

Teachers' Association officers any time between August 1st and November 1st and that they should hold

office until August 1st and until their successors are elected. The other amendment provided that delegates should be elected at any meeting of the Community Teachers' Association between August 1st and November 1st. The Community Teachers' Associations are now busy electing officers.

In this issue will be found a department devoted to the schools of St. Louis and the St. Louis Division of the M. S. T. A. We believe that this department will be of very general interest to the teachers of Missouri in that it will keep them informed of the activities of the schools in one of the most progressive of the large urban communities of the country. Some of the things the St. Louis teachers are doing will be suggestive of activities for other groups of teachers. Under the present plan of organization,

#### The St. Louis Department



in which teachers of a county or a smaller unit may organize a Community Association for the discussion and solution of their own problems as well as for the purpose of determining their attitude in problems affecting the State as a whole, each group must necessarily act in its own way and follow its own program, but the doings of one will always be helpful and suggestive to the others.

During the last year the work of the State Teachers' Association has been a work of accomplishment. The amendment authorizing the call of a bi-partisan constitutional convention was passed; the calling of that convention by the governor was authorized; the County Unit Law was passed by the legislature; a physical education bill, a higher qualifications bill and a

#### The Last Year One of Achievement

more liberal teacher-training bill have become laws. The State Board of Equalization have made it possible for many of the school districts who had been handicapped by low and illegal valuations to raise sufficient money by their own votes to maintain their schools at a higher level of efficiency. All these things have had the united support of the State Teachers' Association. To say that the Association has been a determining factor in bringing about most of them is but to make a modest statement of the truth, though we recognize that other forces and organizations have also played important and fundamentally necessary parts.

"Know the Truth and the Truth shall make You Free." These words should be burned into the very life of each of the 20,000 men and women who enter the school rooms of Missouri to assume the

responsibility for the future of the state and of her people. The Gal-

#### Know the Truth

lian teacher who uttered these words did not use the word "know" in a merely intellectual sense. To him *knowledge* was more than mentality and Truth more than words. When it is said of Him that He knew no sin it is meant that he committed no sin. From an intellectual point of view He knew sin, its origin, its results, its cure. He knew the Truth in the mental sense also but he knew it better in the active sense. His complete doing of the Truth is the secret of his complete Freedom. It is the function of the teacher to lead boys and girls into this sort of knowledge—that expresses itself in action. Only as we DO the Truth can we be free. We can say some of the Truths of Pedagogy, but only as we practice them do they become real forces in the development of minds and personalities. We have a verbal knowledge of some of the laws of health but it is the living of these laws that frees us from disease. We know something of the Truths about our proper relations to our fellow men but only as we DO these truths are we freed from the depressions that overcome us when we meet opposition and temporary defeat. None of the Truths of Nature contributes to our freedom until that truth is transferred from the mental to the practical. Electricity applied to the lamp frees us from darkness, applied to communication it frees us from the limitations of space.

Truth is more than words, more than mentality, more than theory. It is a principle of life and those who live most completely are those who have most of it as a creator of conduct.

The Norfolk Virginian-Pilot makes this good guess: "Apparently the anti-tobacco crusaders are bent on preventing America from becoming a land of smoking ruins."

## A New Means of Attacking Non-parallel Force Problems

By H. E. BROWN,

W. M. Welch Scientific Company, 1516 Orleans St., Chicago, Ill.

Reprinted from the June Number of Vol. XXI, 1921, School Science and Mathematics

It is the belief of the writer that the subject matter and material presented in the High School Curriculum *is being*, and *will be still more* linked with our industrial achievements. Two general and immediate causes for this trend may be mentioned in passing: (1) The passage of the Smith-Hughes and other Vocational Educational bills which opens so many possibilities and which has been taken so much in earnest by educators disseminating agricultural knowledge, and (2) The increasing demand by parents and patrons that the young person be able to *do something* giving better earning power after finishing the course in our public schools and which has resulted in the search for the happy

Solution of such problems as these will make clear many of our industrial achievements and show that the success of these problems depends upon carefully thought out dimensions and details of construction.



FIG. 1

Instructors have so far found practically only one way of demonstrating the more complex of these problems as indicated in Figs. 3 and 4. This is by use of the Crane Boom. It has usually been used only in the construction as shown in Fig. 1.

It may also be used in a more complex problem. One combination which has been suggested and shows the use of pulleys and their effect is shown in Fig. 2.

It may be noted that neither crane boom is clamped in the opening of the clamp in which it stands. This makes all joints free to turn and results in a balanced polygon of forces.

In order to aid instructors in the solution of such problems as shown in Plate I, and to permit of advance in teaching along these lines by making possible the solution of further problems it has seemed advis-



THE TRUSS UNIT

medium in this "teaching a trade" and "making a gentleman."

Passing from causes to results, we witness the establishment of evening classes, continuation schools; and in our high schools the introduction of textile courses, automobile courses, printing shops, sheet metal shops, foundries, etc., all parented by the now almost essential wood working and machine shop. Further evidence is found by examination more particularly of modern physics texts.

Let us consider for example some of the problems in a certain text.<sup>1</sup> See Plate I.

<sup>1</sup>Black and Davis.



FIG. 110. — Three non-parallel forces.

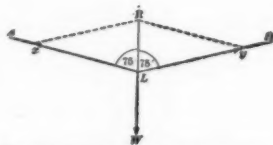


FIG. 117. — Three forces acting on street lamp.

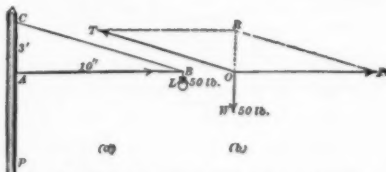


FIG. 118. — Three forces acting on lamp hung on bracket.

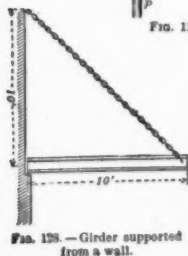


FIG. 128. — Girder supported from a wall.

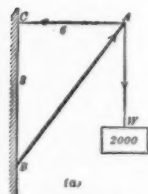


FIG. 115. — Three forces acting on crane.

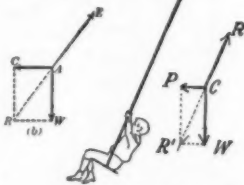


FIG. 116. — Three forces acting on child in swing.

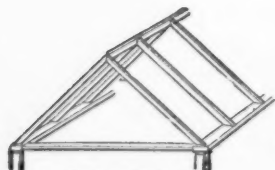


FIG. 121. — Roof trusses.

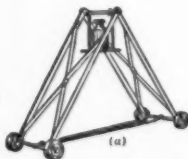
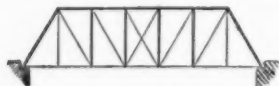
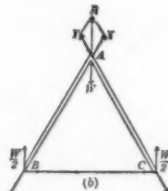


FIG. 122. — Experimental roof truss, and force diagram.



Diagrams of the bridges



## PLATE I

able to present some instrument or apparatus for making possible economically putting such problems in the laboratory for student solution by the experimental method.

Accordingly there has been designed and built such an instrument or apparatus manufactured by W. M. Welch Scientific Company, 1516 Orleans St., Chicago, Ill.

We shall call this instrument or apparatus a TRUSS UNIT.

First considering three nonparallel forces at a point—the most common form of problem which is shown in Fig. 3.

This problem may also be solved without a force board or spring balance or weights by using standard laboratory supports to hold 3 Truss Units as shown. The expense is not increased, a large clumsy piece is omitted, more gradual changes are possible, and with less friction than on a board. By use of these same pieces many more very practical experiments may be performed. This apparatus will fit any laboratory manual which discusses the nonparallel force problem. It is evident that the ex-

periment may be performed from a single illustration or example shown in the lecture room.

Coming to the more industrial problems, such as derricks, an experiment on this important subject can be put in the hands of the student at very low cost by simply using this in connection with ordinary laboratory supports. Two set-ups are shown in Fig. 4.

# METHOD FOR ATTACKING THE PROBLEM

*What is the compression in the crane boom?*

Draw diagram as follows (letters refer to parallelogram ACDW Fig. 4).

Make CW proportional to the force.

Make  $\angle ACW = 60^\circ$

Complete parallelogram.

By measurement we calculate AC.

Read truss unit before and after adding weight.

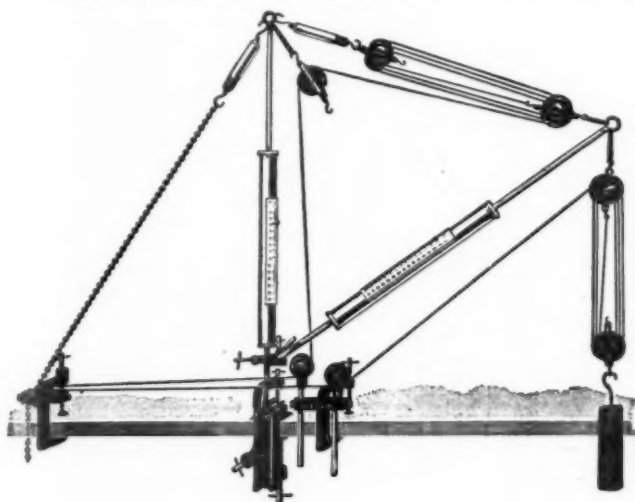


FIG. 2.

We find compression in boom.

Does it prove your calculation?

*What is the force in the tie wire?*

Set as in Fig. 4, second figure.

In the fourth figure of Fig. 4  $CB = CD$  in direction and size.

Put a weight on hanger.

Read before and after adding weight.

We find stretch in the wire or truss unit.

Does it prove your calculation?

This test also introduces the closed triangle method of solving force problems in which AB. is resultant of BC and AC. (See Fig. 4, last figure.)

This instrument can also be applied to the solution of roof truss problems as in Fig. 5.

This test is set up with the truss units as a third unit at the bottom and fulfills all requirements. (See Fig. 5.)

Applying it to bridges, it furnishes data as to the nature and amount of stresses in these structures. (See Fig. 6.)

A single qualitative question may be asked by saying: "In which member of the through bridge is there a stretch and in which a compression?" Off hand this is difficult to answer. The diagram in Fig. 7 shows the answer

and the set-up of apparatus as in Fig. 6 shows the truth of the answer. This makes it clear as to what members would pull asunder and what members would buckle if too much weight were applied to the bridge. This explains why in the through bridge the outer members are made of compression beams (on the top and ends) and why the diagonal members are relatively small steel rods.



FIG. 3.

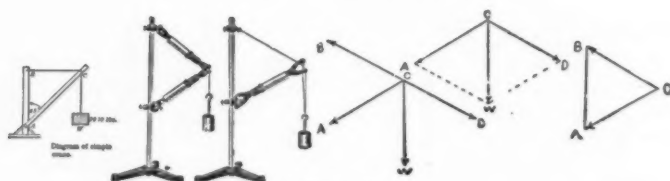


FIG. 4.

This sort of problem goes farther than the high school teacher will find time to take a class, but it is mentioned so as to indicate possible further applications.

The development has been followed fairly closely, but these instruments may be used in demonstrating principles of nonparallel forces and methods of their solution with any text.

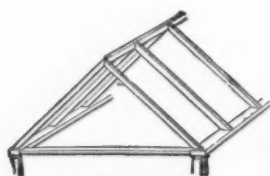


FIG. 121. — Roof truss.

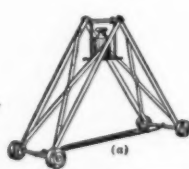


FIG. 122. — Experimental roof truss, and force diagram.

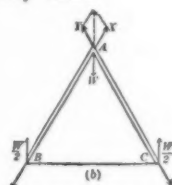
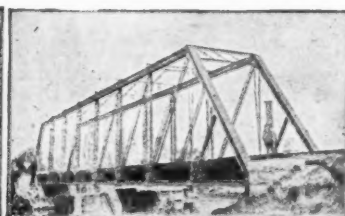


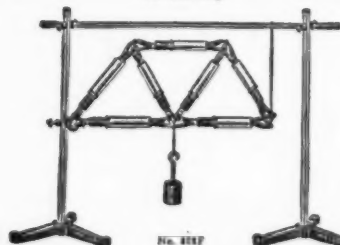
FIG. 5.



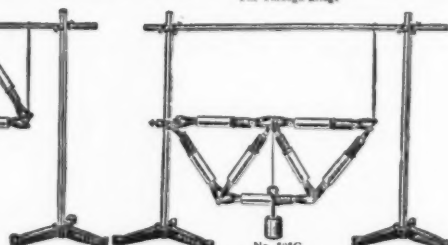
The Deck Bridge



The Through Bridge



No. 101F



No. 101G

FIG. 6.

Besides such problems as have been discussed, there are others which are important and practical that may be chosen. Some of these are quite difficult of solution and others are comparatively simple. Only one will be mentioned here, that has not been taken from any text. Set up as is

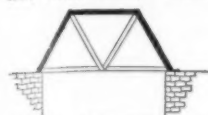


FIG. 7

where the handle bars are supposed to be attached and at the hub of the rear wheel.

Fig. 8. Ordinary laboratory supports may be used to support this polygon at the points



FIG. 8

Accompanying this problem should be such questions:

- (1) Suppose a 165 lb. man sits on the seat, what is the strain in each tube of the frame?
- (2) If the man rests half his weight on the handlebars how are the stresses in the tubes affected? (Note that this relieves them of half the weight.)
- (3) If the man stands on the pedals and rides how are the stresses in different parts of the frame affected?
- (4) What is the effect on each member of the frame when either wheel goes over a bump?

How should the rider rest his weight in order to make the strains in the tubes least when going over a bump? Which tube is most likely to give way in such case?

No doubt other forms of industrial applications may occur to the individual teacher, but let those mentioned above be considered as typical uses of this instrument. The most important problems are such as:

- (1) The three forces at a point, verifying the principle,
- (2) The suspended arc lamp or hammock,
- (3) The derrick,
- (4) The roof truss,

in their various forms. These make the most valuable as well as the most simple problems and are especially suited for student work. If these questions are covered in the high school course by means of a laboratory experiment, it will indeed be a good foundation in nonparallel forces and will be sufficiently thorough so that the ordinary abstract methods will be more easily handled later. To do any of these experiments requires only three Truss Units.

## Waymarks for Beginning Teachers

By S. A. KRUSE

You old and experienced teachers, pass on to the next article. You have been "over the top" before and this is written

for the three thousand who are awaiting the "zero hour." There is, of course, no law prohibiting you from reading this; it



may even remind you of mistakes you have learned not to make again, and make you resolve even more firmly than you had done before: *This year I will beat my own record.*

In judging the proficiency of a teacher we are apt unduly to emphasize what a teacher knows. Some, it is true, demand experience in teaching and thereby indicate that they demand skill in teaching in addition to knowledge. Few, however, seem to realize that a teacher's success largely depends upon how he feels toward his work, his point of view. Knowledge is indispensable but learned teachers have failed. Skill is likewise indispensable, but teachers with long experience are not always a success and experience should lead to skill. In the last analysis the determining factor in a teacher's success is his point of view and his professional attitude.

This paper hopes to give a few way-marks to guide the new teacher in seeing his work from the right point of view. Failure to keep these things in mind has led to failure in teaching when the teacher gave every promise of success.

**1. Teaching is an honorable profession.** Teaching is second to no other in dignity and responsibility. You can and should be proud to be a teacher. Furthermore you will be of the greatest influence as a teacher, if you are convinced of this and can make the public feel likewise. Of course teaching is not now held in high repute among some people; some even question whether or not teaching is a profession. It is easy to become pessimistic. At the same time it is true that teachers themselves are largely to blame for the low repute of the profession. If teachers will cease to belittle their profession and assert the dignity of their calling, the public will soon change their attitude. People never think better of a man than he thinks of himself. Some teachers are a disgrace

to the profession, but there are shysters in the legal profession and quacks in the medical; yet a physician does not hang his head and apologize for being a doctor because there are a few quacks. He commands respect and inspires confidence because he believes in the dignity of his calling. You cannot be a complete success in teaching until you command the same respect. And the first step in this direction is to believe in your profession. The destiny of our country depends even more upon the public school teachers than upon the generals of our army.

**2. Our schools belong to the people.** Since we live in a democracy, our schools are under democratic control and this means that we can never advance faster than the people are capable of understanding. The teacher will often grow impatient of the slow progress which this frequently entails. However, it is usually safe to assume that the people want the best schooling possible for their children and a tactful teacher would have no great trouble to show them how their schools may be improved. Such progress is permanent; forced progress invariably causes resentment and may slow the natural progress. It pays to make haste slowly. Do not try to do everything at once. An elaborate program is only apt to confuse the people. In the words of Seaman A. Knapp: "Do the next thing first." Above all a public teacher must never forget that he is a public servant.

**3. Every day of schooling adds to the national defense.** The greatest menace to our nation is an ignorant citizenship. No greater security can be obtained than by universal education of not less than the completion of the common schools. Our state now has an excellent compulsory attendance law and we should soon be able to boast that every child in Missouri is getting an education. Do you feel that every child not in school is a menace to



our nation? If so, what are you doing to prevent this happening? The least you can do is to co-operate with the attendance officer and report promptly all cases of non-attendance. But you should do more. The chief cause of poor attendance is the indifference of the parents. Teachers can help to remove this indifference and this work is ever as important as it was to sell Liberty Bonds and secure food pledges. The best results will come when people need no longer be forced to send their children to school.

And another word to rural teachers. We have a large number of boys who are above the compulsory age. Some have finished the eighth grade. These boys cannot attend the full term because their help is needed on the farm. But many could attend when work is slack. These boys should be encouraged to come whenever they can, for it is better to have them in school than be idling. Of course, this will require some modification in our system, but then a system should not stand in the way of helping boys. In most cases the boys have learned how to study and with a little direction by the teacher can continue one or more subjects. The big thing is to make them feel that they are welcome even if they attend a few weeks only. If you feel that every day spent in school adds to the national defense you will have no difficulty to find the necessary ways and means.

**Success come from doing many little things well.** Everybody can grow enthusiastic over the big things; the daily routine tasks are apt to become tedious. At institutes and in teachers' magazines you will become acquainted with many new and striking things. It is wrong to condemn these as "fads and frills," for they are valuable. Nevertheless, it should never be forgotten that the chief aim of the common school is to give the child command

of the so called tool-subjects. We do not wish to neglect the enriching of the curriculum. The big thing, however, is to teach children (a) to gather meaning from the printed page; (b) to express themselves effectively and correctly both in written and oral communication (c) to write legibly and rapidly, (d) to use numbers accurately and with the necessary speed. The above skills do not come without long practice. This practice can and should be vitalized, but it cannot be abridged. Drilling is perhaps the least inspiring phase of teaching; yet neglect this phase and you build on sand. You will be remembered longest and with the greatest gratitude by the pupils to whom you gave a mastery in the essential tools of learning. If you feel the importance of these skills, you will not allow the more interesting subjects to overshadow the little things that are so important.

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### State and District Association Dates

Teachers should begin planning the first day of school to attend the State or District Association or both. The officers have arranged excellent programs and the attendance will be greater than ever. The meeting dates are as follows:

Missouri State Teachers' Association, St. Louis, Nov. 2-5.

Northeast Missouri Teachers' Association, Kirksville, Oct. 20-22.

Central Missouri Teachers' Association, Warrensburg, Oct. 13-15.

Southeast Missouri Teachers' Association, Cape Girardeau, Oct. 13-15.

Southwest Missouri Teachers' Association, Springfield, Oct. 27-29.

Northwest Missouri Teachers' Association, Maryville, Oct. 13-15.

## Simplifying the Daily Program

By T. J. Walker, Dept. Rural Education, Southwest Teachers' College, Springfield, Missouri.

The daily program in the typical rural school is too long by half. That is, it contains too many recitation periods for the time allotted for a day of work. This number of recitations should be reduced and thereby gain time for longer recitation periods. If our rural schools are to offer manual training, home economics and club work; and if they are to do any thoughtful development work along the line of school projects, constructive problems, or big topic studies in the more traditional subjects, they must give longer periods for preparation and for recitation in these studies.

I am submitting herewith a program which it is hoped may be of some help in the solution of this problem. This program reduces the number of recitations from twenty-six, the number in our present recommended program, to sixteen; and attempts to further simplify the program by means of correlations.

Let us attempt here an explanation of just what we have in mind in the correlation column of this program. Let us assume a class of 5th and 6th grade pupils studying the topic—**Community Health Conditions**. We should proceed in about this way: (1) Introduce the topic through some concrete interesting story or other experience that would arouse interest in the topic, (2) Study surveys, made either by this class or by the school, of health and sanitary conditions in this community, (3) Study reports and surveys made by health organizations or by any legal authority in the county or state and in communities elsewhere. Such material is easily available. (4) Make comparisons of conditions found locally and in other communities, and study and compare the methods used in different communities or states in combating diseases and unhealthful conditions.

The aim in the preceding paragraph is to set out some things to be done but not necessarily to give the order in which they are to be done. That can better be left to the teacher. **Along with this work**, in whatever order done, should be something like the following correlations:

**Arithmetic**—The work suggested above will abound in arithmetic problems. There will be

problems in the fundamentals, problems in denominate numbers, problems in common and decimal fractions and problems of percentage. These problems should be solved as they naturally suggest themselves along with the studies, and not as separate exercises. Used thus they clarify the topic studied and give the best arithmetic work possible, that is, problems motivated by the pupil's own interest in them.

**Geography**—A rather thorough knowledge of the geography of a community studied is necessary in order to understand many of the conditions governing health. Also some knowledge of the geography of other communities which are studied is necessary in order that intelligent comparison may be made. Therefore, at least the following topics of geography should accompany the health study of any community; climatic conditions offering health, typical conditions of living, housing conditions, foods, commerce and working conditions. These will tend to clear up the understanding of health conditions and will add very materially to the pupil's knowledge and to his interest in geography.

**Language**—Topics for oral and for written work abound here. The following are suggestive of the field: Stories of epidemics of disease, local or otherwise, essays on methods of combating disease, comparisons of working conditions in different localities or states, comparison of rural Illinois with rural Missouri as to health conditions. All these are fruitful topics for both oral and written work in language and will serve to organize the health knowledge obtained by the pupils.

**Civics**—This subject naturally relates itself to health work. A study of health boards and commissions, health laws, legislative bodies and taxation methods all grow very naturally out of this health study. When given here they are given in their proper setting and their importance is much more fully appreciated than when given as isolated facts or civics.

In brief, this is what we mean by type studies, strategic thought centers, and big topic development. It is believed by many to be the only rational method of study or

teaching. When pupils learn topics in this way they become masters of the topics. They have for all time a thorough knowledge of some worthwhile topic. They form enduring habits by such work, habits of complete thoughtful consideration of their own prob-

lems wherever they meet these problems in later life.

If the following program makes it a little easier for the teacher in the rural schools to do this kind of work, it will be a source of gratification for all concerned.

## DAILY PROGRAM FOR RURAL SCHOOLS

Time	Recitations	Correlations	Alternations
8:50	Opening Exercises .....	Singing, story telling, Nat. study, etiquette .....	Alternate frequently
9:00	(D) Reading and Language....	Civics, History, Nat. study, writing, spelling, dramatization .....	Read 3 times per week. Larg. 2 times.
9:20	(A) Literature and Grammar..	Civics, Hist. Geog. Arith, Agri. Read. Spell. ....	Lit. 3 times. Gram. 2 times.
9:45	(B) Reading and Language....	Hist. Agri. Geog. Phys. writing, Civics, Spell. ....	Read 3 times. Lang. 2 times.
10:05	(C) Reading and Language....	Hist. Geog. Nat. Study, Health Spelling .....	Read 3 times. Lang. 2 times.
10:25-10:40	Recess		
10:40	(D) Numbers and Nat. Study..	Lang. Draw. writing, spelling.....	No's. 3 times Nat. study 2 times
10:55	(B) Arith. and Geog.....	Civics, Hist. Lang. Draw. Physi-ology .....	Arith. 3 times Geog. 2 times
11:20	(C) Arith. and Geog.....	Hist. Nat. Study, civics, Draw. Lang..	Arith. 3 times Geog. 2 times
11:35	(A) Arith. and Geog.....	Hist. civics, Agri. H. E. Club work manual training .....	Arith. 3 times Geog. 2 times
12:00	Noon		
1:00	Music and story		
1:05	(D) Reading .....	Lang. Story, games, Nat. Study....	
1:20	(A) Hist. and Civics.....	Geog. Lang. Agri. Clubs, Health....	Hist. 3 times Civics 2 times
1:45	(B) Hist. and Civics .....	Geog. Health, Read. Lit. Arith. Club work .....	Each 2 or 3 times
2:05	(C) Writ. and Draw. and Hand work .....	Nat. study, civics, health.....	Alternate as needed
2:25	Recess		
2:40	(A & B) Writ. and Draw. and Physiology .....	H. E. Man'l. Tr. Arith. Language....	Wr. & Dr. 3 Phys. 2 times
3:00	(C & D) Nat. Study, Writ. and Drawing .....	Arith. Agri. Geog. Health.....	Each 2 or 3 times per wk.
3:15	(B) Agri. Man'l. Tr. and H. E..	Geog. Hist. Arith. and Health, Clubs....	Agri. 3 times Man'l Tr. H. E. 2 times
3:35	(A) Agri. Man'l. Tr. and H. E..	Geog. Hist. Arith. Health, Clubs....	Agri. 3 times Man'l. Tr. & H. E. 2 times

## NOTES—

1. This program attempts to carry out the Missouri course of study.
2. It makes ample provision for club work.
3. It provides for manual training and Home Economics.
4. It lends itself to correlating community affairs with the curriculum.
5. It provides time for **Big Topic** development.
6. It is adaptable to different situations, but is not "Fool-proof."
7. Only the most apparent correlations are mentioned, others may be used.

## State Board of Equalization That Respects The Law and Its Oath

For time out of mind it has been a custom of the State Board of Equalization to act on the theory that "equalization" meant, so far as its action was concerned, the making of each year's valuation equal to that of the preceding year. So long had this been the general rule that real values had grown by the process of natural development to practically twice what the assessed valuation showed them to be.

being progressively inclined and having as its spokesmen men of similar inclination would insist on a larger valuation to the end that they might the better maintain their schools and other institutions, and if this request met with the sanction of the Board it would be granted. Other counties with leaders of opposite tendencies had opposite influences on the board and so inequalities were exaggerated.



GOVERNOR ARTHUR M. HYDE

As one section of the state developed faster than another section gross inequalities had crept in. Taney county whose value is near what it was twenty or thirty years ago retained the assessment of that period as did Saline whose value had increased greatly. Thus the one has been assessed at nearly its full value while the other has been assessed at less than one-third of its real value. A certain county



SECRETARY OF STATE CHAS. U. BECKER

So low had the valuations in general become that the State Board had become virtually a legislative body with powers superior to the legislature and the constitution, in matters of taxation. The present constitution has many maximum limits in taxation but the limits were predicated on a true valuation. By ignoring the latter and holding the valuations low the State Board of Equalization had taken away from the



STATE AUDITOR GEORGE E. HACKMANN



STATE TREASURER L. D. THOMPSON

people the right which the constitution had granted them, viz., to tax themselves for the support of their institutions within the limits of rate and valuation as set by the constitution. They had said, by their action, for example, to a certain district whose actual value was \$150,000, "While the constitution allows you to vote a 65 ct. rate on this valuation and thus to tax your district a total of \$975 for the support of your schools, we say that you can have a valuation of only \$75,000 and therefore tax yourselves only \$487.50."

It had proven itself superior to the legislature by ignoring the recommendations of the State Tax Commission which had been created by the Legislature for the specific purpose of arriving at the true valuation of property in the State and furnishing to the Board the data on which true values could be made.

The present State Board of Equalization composed of Governor Arthur M. Hyde,



ATTORNEY-GENERAL JESSE W. BARRETT



Secretary of State Chas. U. Becker, State Auditor George E. Hackman, State Treasurer L. D. Thompson and Attorney General Jesse W. Barrett has by unanimous action made a true and lawful equalization of the property of the State which valuation forms the basis of assessment on which money will be raised for the maintenance of the schools this year. By this action the board as a board have come up to the demands that the teachers and friends of education have been making insistently for the past score of years. The old boards we had petitioned, we had supplicated, we had remonstrated but "we had been spurned with contempt from the foot of the throne."

The present board have acted on the law and their oaths. It has not by its action increased any tax. It has only returned to the people the right which was given to them by the makers of our present constitution and taken away from them by various boards of equalization, on the once believed theory of political expediency, which was exploded in the election last fall when all of the old members who had stood for unlawful and incomplete assessments were defeated for re-election.

The present Board has been attacked by its political enemies for its action and in defense of this action the members have issued the following statement which applies particularly to schools. The SCHOOL AND COMMUNITY is glad to repeat this as we believe that the statements are not only true but that the facts should be generally known and understood by the teachers, pupils and people of the State:

#### STATEMENT OF BOARD OF EQUALIZATION

When the present State Board of Equalization began its labors it found many evidences of gross inequality of taxation.

For many years the boards of equalization have permitted a system of fractional or part valuation.

In every county in the state we found farms worth \$25 per acre assessed at \$15, while farms

worth \$100 per acre were assessed at \$20. This meant that the poorer and smaller tracts were paying on the basis of 60%, while the better tracts were paying on the basis of 20%. The unfairness of this was apparent.

The same situation exists with reference to cities and towns of the state. Poor and small properties assessed once always remain at the same figure. Depreciation of improvements, and shift of population, caused the value to decline and the percentage of assessment to mount on these individual properties until such assessment reached practically full value.

The newer and more valuable properties were assessed on a fractional basis.

These cases (of which there are tens of thousands) are matters which the State Board of Equalization cannot correct. *They must be corrected and proper differentiation made by the local assessor and local boards of equalization.*

Nevertheless, the State Board of Equalization (by placing equalization on a full and lawful basis) has attracted attention to them—turned the searchlight on them—and they will be corrected at the next assessment, which begins in June, and the injustice of decades will be remedied.

The State Board of Equalization found another situation. Certain counties in the state had been equalized heretofore on a basis obviously unjust.

Counties having poor lands assessed them relatively high in order to provide funds to run their county affairs and to maintain their schools. For instance:

Taney county was equalized by the board last year at \$7.88 per acre, or 100% of value, while Saline county was equalized at \$26.97 per acre, or 35% of value.

Other cases of gross inequality: Callaway, 40%; St. Louis county, 95%; Jackson county, 65%; Buchanan county, 50%; Reynolds county, 100%; Ripley county, 80%; Monroe county, 40%; Pike county, 30%; Lincoln county, 30%.

The Board also found that certain other counties and cities had voluntarily asked for a higher valuation of their property than the average of the state. They did this in order that they might obtain larger sums of money to maintain their schools, and were willing to pay the penalty of an unjust share of state taxes in order that they might support their schools.

The Board admires them for this spirit, but such penalties are unfair.

*The only practicable and just way is to equalize*

like property as the law commands, at its true value. This puts every county and every city on a just and fair basis.

The county courts, city councils and school boards can then make such a rate of levy as will produce necessary revenue.

By distributing the burden fairly, all are equal, all pay their fair share, and it is not necessary to levy a dollar more than is needed.

There are in the state a total of 9,486 school districts. There are about 650 high schools. These are situated almost exclusively in the towns and cities, leaving 8,836 country school districts. Of these districts, 852 have had an assessed value so low that their maximum levy has given them \$165 or less per annum for school purposes; 868 districts receive as a maximum \$260 per year, and 3,791 districts have had available a maximum of \$500 per year.

The average number of days of school in the city is 171.3; in the country 121.4 or 49.9 days less per year. Of the 696 districts holding more than eight months, practically all are in the city. Of the 8,790 schools holding eight months or less, practically all are in the country. The teachers holding state life and five-year certificates (1,050 in all), and those holding diplomas from State Teachers' Colleges (5,025) are practically all teaching in the towns and cities; while the teachers holding second and third grade certificates and county special certificates are practically all in the country.

The country boys and girls have not been getting a square deal. With nearly 50 days less schooling per year in schools poorly equipped, they are not provided with the educational op-

portunity in life that their brothers and sisters in the towns receive.

The objects of the State Board in equalizing at true value are—

*First*—To comply with the law, and their several oaths.

*Second*—To achieve practical justice in taxation.

*Third*—To provide a basis upon which the people of the several counties and school districts can maintain the schools.

The greatest need of the country schools is and has been an assessment basis wide enough to afford revenue sufficient to employ good teachers and maintain full-time, efficient schools.

The Board of Equalization has put this basis under the rural schools, and the people can, if they so desire, and by their votes so decide, maintain better schools.

The several members of the Board are glad that, in complying with their oaths and the law of the state, they have been able to assist the schools, and are confident of such school development in the future as will compensate each of us for any misunderstanding that may exist today.

Respectfully,

State Board of Equalization.

ARTHUR M. HYDE, Governor.

CHARLES U. BECKER,

Secretary of State.

GEORGE E. HACKMANN,

State Auditor.

L. D. THOMPSON,

State Treasurer.

JESSE W. BARRETT,

Attorney-General.

## Department of the St. Louis Division of the M. S. T. A.

Editor's Note: This department has been allowed by the Executive Committee of the M. S. T. A. The subject matter is prepared and submitted by St. Louis Division and paid for by them at the regular annual page advertising rate.

### St. Louis District Association

Wm. P. Evans, president; Edna Haas, vice-president; Jennie Wahlert, secretary-treasurer; Mary J. Brady and C. H. Sackett, members Executive Committee.

### Program for 1921-22

Many St. Louis teachers have expressed the opinion that there should be an organ to keep the corps advised of the doings of its members and eventually to put into perma-

nent form any important professional work done by them. The newly elected Executive Committee has had this need under advisement and a temporary solution has been found by the use, monthly, of certain space in THE SCHOOL AND COMMUNITY. Miss Wahlert is chairman of the Committee on Publicity and will be only too glad to have the



help of all in the collection of news items and short articles.

The Program Committee, Miss Brady, chairman, is at work preparing some meetings for us. It is proposed to have four meetings this year, October, December, February and April. As the Association has ample funds, speakers of national reputation will be sought and the general plan is to have these speakers appear twice when they come, Friday night and Saturday morning.

The Membership Committee, Miss Haas, chairman, will endeavor to enroll all teachers in our ranks this year. Some have not been convinced heretofore that the profit of membership equals the cost. It will be the duty of the officers to show all that they cannot afford to miss a share in the work of the M. S. T. A.

Since the membership in the District Association includes that of several other organizations, it seems proper to use its moral support to encourage all the minor bodies. Certainly the work of each can be strengthened by having all harmonious. To this end the effort will be made to have occasional meetings of the officers of all groups for conference. One subject for discussion will be to lay out spheres of influence in order to prevent duplication of effort. The field is so vast that there does not seem to be any reason for overlapping. Mr. Evans has been designated to work toward harmony and Mr. Sackett on lines of co-operative endeavor.

In order to secure closer touch with the membership each school will be asked to name a representative to meet with the Executive Committee from time to time for the transaction of business.

In conclusion it should be said that your officers are offering this menu on the theory that the members have appetites and will sit up to the table and eat. The old Society of Pedagogy in its sections did a great work and much of the instantaneous success of the extension courses at the Teachers' College was due to the group of leaders who for years carried on their untiring and unselfish work. Just what form the work of this Association will finally take "doth not yet appear" but there seems to be no good reason to doubt that there is good reason for a voluntary assemblage in open forum once in a while. Another thing we miss now that seems unnecessary is the acquaintance with one another. These two features of the So-

ciety we may at once revive and leave to the future the question of additional features.

WM. P. EVANS.

#### THE NEW SUPERINTENDENT

The teachers of St. Louis returned to their duties at the opening of this school year with a feeling of satisfaction that the selection of a Superintendent has been made by the unanimous action of the Board of Education, and that the choice has fallen upon a competent leader trained in the St. Louis public school system. There will be no doubt in their minds as to the future educational policies, but, on the other hand, all will enjoy confidence in the continuation of progressive measures already being carried out in our schools.

Superintendent John J. Maddox has the confidence and will receive the loyal support of the entire teaching corps of the city. They will heartily endorse the sentiment expressed by Mr. John C. Tobin, member of the Board of Education, who in nominating Mr. Maddox, used this language: "I have found him to be a man who possesses unusual scholastic attainments, combined with extraordinary executive ability.

"He is straightforward, honest, truthful and conscientious with those with whom he comes in contact; a man with a keen sense of justice and equity, possessing high ideals and clear judgment, with tact and diplomacy.

"He is a man who works quietly and unobtrusively, but he does his work well; he does not overlook detail, but at the same time has broad vision."

The selection of Mr. W. J. Stevens as Assistant Superintendent will be recognized as a well-merited promotion, while the assignment of Mr. F. L. Wiley to the directorship of the new division of Tests and Measurements, and of Mr. Philo S. Stevenson as Assistant to the Superintendent, will be regarded as selections made in the interests of efficient service.

The scope of the Division of Educational Extension has been broadened to include supervision of the Continuation Schools as well as of Evening Schools, thus unifying the direction of all instruction in vocational school activities under one guiding hand and mind. T. E. Spencer will continue to direct the work of that division.

The character of the student body in the evening schools of St. Louis has changed radically during recent years. In former years

the evening schools were attended chiefly by "boys and girls;" more students were under sixteen years than were over that age. The question of discipline was always serious. Possibly the majority attended because their parents insisted upon their attendance. The teachers were constantly urged, "Hold your attendance or lose your evening school position." Now, very few boys and girls are found in the evening schools, because the Continuation School has come into the field compelling the attendance on its classes of all boys and girls under sixteen years of age who have left the regular day schools, and have gone to work under permits issued to them for that purpose. The student body of the evening schools is now composed of young men and young women, old men and old women, who are not compelled to attend but who are impelled by their own desire to improve their education.

With the change in personnel of the student body has come a distinct change in the character of the work offered. In former years little more was taught than the common school branches. Later there was added some opportunity to use the manual training and domestic science equipment. With the added years and changed character of the student body have come demands for technical and commercial education of a high order, which are being met by the employment of teachers skilled in those specialties.

A particular noteworthy group of students was that in Commercial Art at the Central Evening High School taught by such well known artists as Mr. O. C. Berninghaus, Mr. Frank B. Nuderscher and Mr. Gustave Goetsch. They were students, all of whom were earning their living in the practice of commercial art in St. Louis and were attending classes in the evening to perfect themselves further in that art. They took advantage of the standing offer of the Board of Education to the effect that classes in any subject of useful knowledge may be organized in the evening schools, provided twenty or more persons apply for such instruction and the Board is able to engage competent teachers within the salary allowance of the evening school teachers. The salary which the Board of Education was able to pay for such high class instruction was far below what the services of those artists would command in the open market, but they sacrificed

their own financial interests in order to serve the members of their chosen profession.

Another unique class in the evening school last year was composed of apprentice and journeymen bricklayers, who came into the evening school organization at the request of officials of the Employing Contractors' Association and of the Master Bricklayers' Union. These officials came with the request that instruction be given their apprentices and journeymen which would enable them to read the blue prints and plans provided for their guidance in doing their work, so that, individually or in small groups, they might be sent to make certain constructions without it being necessary to send along an interpreter for their plans. Instruction was desired also, in the mathematics related to their trade, including the strength of materials and the figuring of costs.

There was taught also at the colored high school a class of negro men in practical bricklaying. Other interesting classes of a vocational character were the following: A class in diabetics for graduate nurses, or, as it was often called, a class in the study of invalid cookery; a class in sewing for nurserymaids composed of young girls who were studying to be nurserymaids in one of the city hospitals; a theoretical and practical course in lighting, heating and ventilation for janitors; a class in the art of lip reading composed of persons hard of hearing who were learning to converse by reading the lips.

To the visitor of an evening school in St. Louis must come the realization that the evening schools have become **public educational service stations** where an opportunity for instruction in many different phases of education may be secured.

The evening schools have taken on an aspect of well conducted day schools. The question of discipline no longer requires attention. The matter of keeping up the attendance requires no stimulus. If the teacher delivers the goods that the student wants, he will have no difficulty in retaining the students in his class. If the teacher fails to provide the instruction that the students wants, the student changes his class or drops out of school entirely.

The school year is divided into three terms beginning the second week of September and continuing into the first week in June. Last year more than 13,500 students were enrolled in the St. Louis evening schools.

INSTRUCTION IN SELF-RECREATION  
IN THE CONTINUATION SCHOOLS

If the Continuation Schools are to prepare for citizenship as well as for life and the life occupation, then some consideration must be shown the task of preparing the pupil for the right use of his leisure. One of the objects of supervision of play is to stimulate interest in the right kind of play, another to present to children new forms of play. A third object is to involve every child in the play program, to convert the onlooker into an active participant and so to cultivate the capacity for play in the passive child. If the playground have these ends in view for children of school age, the Continuation School should have them for older children.

The enormous vogue of the picture theater is of interest to the student of society. He asks himself, "Why do five million people go to the movies every night?" and then he strives to answer his own question. Various reasons may be assigned for the outstanding popularity of this form of entertainment—its cheapness, its capacity for introducing people of humble life to what they believe to be ladies and gentlemen—their life, their homes and behavior; its presenting life in its romantic and spirited aspects to spectators whose lives are tame and dull. Finally there is the explanation which takes into account the deadly monotony of the occupation of the modern industrial worker with its formal repetition thousands of times a day of the few restricted movements involved in the performance, not of a job, but a minute part of a job.

In any event, no really keen and sympathetic observer of human nature would say that out of mere perversity do men and women run after the moving picture. Moving pictures have in their totality, been a genuine boon to the drab and empty life and a pleasant recreation to all classes of society. There can be no quarrel with the picture theater, with the professional baseball game, nor with any decent public spectacle which people pay to witness. We are concerned, however, that children shall not grow up with the capacity for recreating themselves so atrophied as to render them wholly dependent upon the professional entertainer for amusement in their hours of leisure or to make them frequently experience the feeling that time hangs heavy upon their hands.

Fired with this ambition we attempted in the classes in the Bemis Bag Company, Fourth and Poplar Streets, and the Rice-Stix Shirst Waist Factory, Newstead and Page, besides the formal program of academic subjects, home economics and vocational work, to teach the girl pupils some simple games. With these, we were encouraged to believe, they could pass pleasantly at home some of the evenings which would otherwise be spent looking at a show they had to pay to see. In a word we attempted to supply them with resources which could be drawn upon for purposes of recreating themselves so that they may be less dependent upon the professional entertainer or entertainment than they would have been but for our efforts. Plays, charades and guessing contests were taught the girls.

One happy morning the girls of the Bemis Bag Company invited the Rice-Stix girls to be their guests, first at a little play they had prepared and afterward at luncheon. The Bemis Bag Company Orchestra enriched the program with varied contributions of popular music. Unexpected guests were Mr. Rader, Assistant Superintendent and members of his extension class in teacher training. Another visitor was Dr. H. B. Smith, together with Mrs. Smith, who was in St. Louis in the course of a survey of Continuation Schools throughout the United States. Dr. Smith's comment upon all he saw was in the way of high praise. He expressed himself as particularly pleased with the serious attempt being made in St. Louis at instruction in self-recreation and asserted that although continuation school officials in other cities were agreed that this instruction should have a place in the continuation school program and that they meant to take it up some day, St. Louis was the only city he had visited where such an attempt was being made.

Other expressions of this phase of our work have been trips to the City Water Works at Chain of Rocks, the Bird Cage and the Zoological Gardens in Forest Park, the Art Museum, points of historical interest in and near the city, and the Public Library. That many in each class had never been to Chain of Rocks or had seen the tablet fixed to the National Bank of Commerce Building to mark the starting point of the Lewis and Clark Expedition to the Northwest, is not to be wondered at. It did astonish teachers, however, to discover how many of their pu-

(Continued on page 317)

(Continued from page 312)

pils had never known the existence of the Bird Cage or the wild animals in Forest Park. This venture has been one of the phases of "new work" in the Continuation Schools during the school year which closed last June. Its results prompt us to broaden the field of instruction in self-recreation during the coming year and extend its benefits to other classes. Education of the child for his work only will leave him half educated, and life will be less real and vivid for him if discreet instruction has not helped to show him what to do with his leisure.

PHILO STEVENSON,

Supervisor Continuation Schools

#### DRAWING

One of the outstanding features of the work in drawing during the past year was the making of posters for the Tax Increase Campaign. In the lowest grades, the individual pupils made illustrations of some phase of the school activities. These illustrations were taken home. In addition, the pupils in the lower rooms made a composite poster showing crowds of children going to school, or people going to the polls and similar subjects. Each child made one or more figures, which were then cut out and attached to a large sheet of paper. The children decided on the placement of the figures, and learned valuable lessons on the arrangement of figures to represent crowds. These composite posters remained in the schools and were used during the various tax campaign meetings held there.

In the middle grades individual posters were made. It is not advisable to have children use tracings of pictures upon any occasion; but with so many excellent color reproductions in the magazines, it was thought best to have the children cut out these illustrations and use them in conjunction with their individual lettering. This made a problem in design, or arrangement of the entire poster, as well as of the lettering. The most effective feature of this plan was the fact that in many instances children secured the help of their parents in selecting the pictures and slogans for their posters. This was an excellent means of securing the interest of the parents, and helped along the much needed publicity for the campaign.

In the upper grades, the posters usually consisted of lettering only. The quality of

the figure drawing in the upper grades while good is below the quality of lettering that children in these grades are capable of achieving. The pupils therefore studied to obtain the most effective color combinations and concentrated upon formation and spacing of the letters. For two years lettering has been taught from the third through the eighth grades, so that the results in most cases were very good. These posters were used for display in the shop windows of the school neighborhood.

In the high schools only those students enrolled in the art course were able to make posters. These posters were of a much more professional character than those made in the grade schools, and were treated as a real commercial problem that had to be solved in a limited time. The results were excellent, and were placed in the windows of the downtown business sections.

It is felt that the work in drawing was well utilized for the purpose of helping to secure a favorable result in this important matter of the Tax Increase.

R. A. KISSACK,

Supervisor of Manual Arts

#### SUMMER SESSION AT THE HARRIS TEACHERS' COLLEGE

The Harris Teachers College began its summer sessions in 1908, and there has been a constant growth in the number of teachers in attendance and in the number of courses offered since that time. These courses are conducted for the St. Louis teachers with the idea of improving the service to the St. Louis schools and with the result that a remarkable response of the teachers took place to the opportunities offered. When the courses were first established no thought was entertained of granting credit or admitting outsiders, but the gradual accumulation of credits here and elsewhere led the Board to grant credit for the work toward the degree and also admit outsiders, until this summer, in spite of the fact that no literature is sent out advertising the work of the summer session, nearly one-half those attending come from outside of St. Louis. The following table, which shows the number and distribution of the teachers and the character of the courses offered, will be interesting:

I. Number of different people.....	604
Outside of St. Louis.....	245
St. Louis .....	359

Supervisors .....	2		
Principals .....	4		
High School .....	5		
Junior High School	1		
Grade School.....	287		
Continuation .....	4		
Harris Teachers			
College Faculty ...	2		
Harris Teachers			
College Students..	51		
Board of Education			
employees .....	3		
II. Source of Outside Students			
Arkansas	2	Mississippi	1
Illinois	72	Missouri	145
Indiana	1	New Mexico	2
Iowa	2	New York	1
Kansas	5	Ohio	2
Kentucky	3	Tennessee	2
Louisiana	3	Texas	1
Michigan	1	Wyoming	2
III. Number of Courses Offered	100		
Number of Courses Given	62		
Number of Student Hours	1644		

In the first place, it has been a custom of the College to bring to St. Louis educators of distinction who have made a contribution to educational reconstruction to give lectures. This summer Professor Haggerty of the University of Minnesota discussed the problem of intelligence testing. The result was to stimulate a deep interest in this educational problem and help materially the solution of the problem so far as the St. Louis schools are concerned.

The nature of the courses is of interest. Courses are offered in any subject for which a sufficient demand is expressed, and they cover a variety of fields this summer. In general, a person may find courses that will admit of specialization along the following

lines: (1) The teaching and supervision of such special subjects as drawing, music, physical education, household arts, etc., in the elementary and high schools; (2) the teaching and supervision of the primary grades; (3) the teaching of elementary and secondary mathematical, physical, biological, and general sciences; (4) the teaching of history and of English in the elementary and high schools; (5) elementary school supervision and administration; (6) departmental teaching in the upper grades; (7) the teaching in ungraded rooms and in special schools for feeble-minded, anemic, pretubercular, deaf, speech-defective and backward children; (8) psychology and the social sciences.

Teachers have continued their work in the St. Louis schools as teachers and at the same time have completed their work for the degree. Twenty persons have, so far, received the degree of Bachelor of Arts in Education for work done in the summer term, and after school and on Saturdays during the regular school year. The summer term is one of three terms; that is, the fall, spring, and summer, making up what is known as the Extension Department. Extension here means work beyond that required for the elementary teachers' certificate or the Junior College work.

The appreciation of this work is expressed by the fact that about twenty-five hundred teachers, two thousand of which are in the St. Louis schools, attend these courses during the year, and St. Louis teachers have shown an appreciation of the opportunities for additional training that has impressed so many cities throughout the country, so that now, other cities have followed the example and are offering courses of this kind.

E. GEORGE PAYNE.

## "The Nineteen-Niners"

There is no group of officials connected with the schools that has the potentiality that is exercised by the county superintendents. He or she is the person from whom directors and teachers take their inspiration, their ideals of progress and their mode of action. One who has had long experience with the schools of the state as a whole cannot fail to note how the schools of a county reflect the personality of the county superintendent. His industry or sloth, his progressiveness or lack of it, his zeal or lack of zeal, his honesty or

dishonesty is placed at the head of the schools where it reproduces itself a thousand fold in a very short time.

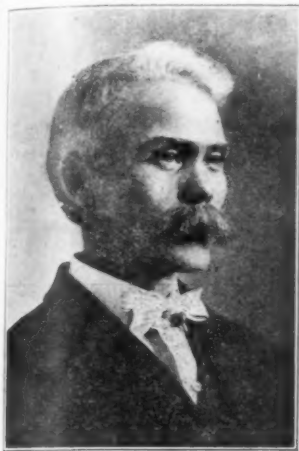
A period of twelve years is a tremendously long time when measured in terms of the influence of a county superintendent on from two thousand to five thousand pupils. During this time all the children of a county have passed through the eight grades and the high schools and another set of them have gone half way through the grades. All who were above nine years of age twelve years ago



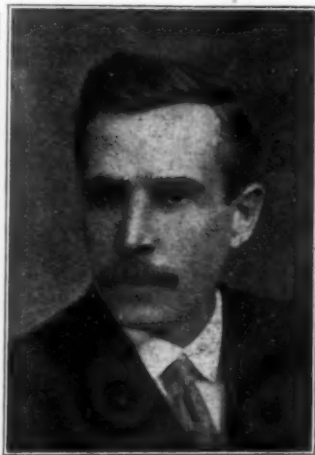
have reached their majorities and many are at ages sufficient to assume responsible positions in the serious affairs of life.

Twenty-three county superintendents who were elected in 1909 are still holding the office and have organized, by electing Burwell

Fox president, Elizabeth Brainard secretary, and L. V. Threlfall Historian. The pictures of most of them and a short biographical sketch of each are given here: The School and Community is indebted to Supt. Threlfall for collecting much of the material.



SUPT. L. F. BLACKBURN



SUPT. A. F. BORBERG



MISS ELIZABETH BRAINERD

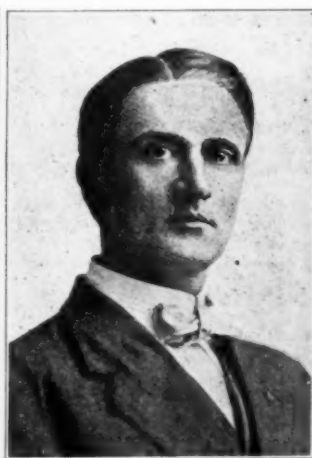
**L. F. Blackburn**, superintendent of Jackson county, was born in Virginia in 1838, entered school the day he was six years, six months and six days old, at which time he could read, and could repeat the multiplication tables; came to Jackson county in '89, having attended public and private schools in Virginia he continued his education in the Lee's Summit school and in the normal school at Chillicothe and Warrensburg. He began teaching in 1893 and taught 15 terms in three adjoining districts; married in 1903; elected county superintendent in

1909. Supt. Blackburn was elected the first president of the State Association of County Superintendents and served in that capacity in the years 1909-20-21. He claims to be the wealthiest of the "1909ers", having four children which he values at \$50,000 each.

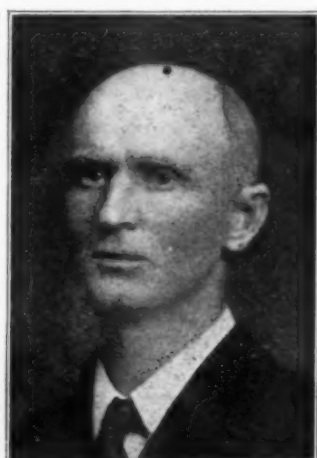
**Adolph Frederick Borberg** was born in Franklin county, of which he is now superintendent, in 1871, reared on a farm near Sullivan and received his education in the rural schools, Steelville Normal and Business Institute, the Warrensburg Normal School and the State University.



SUPT. C. E. BURTON



SUPT. WILLIAM M. CHAPMAN



SUPT. WALTER COLLEY

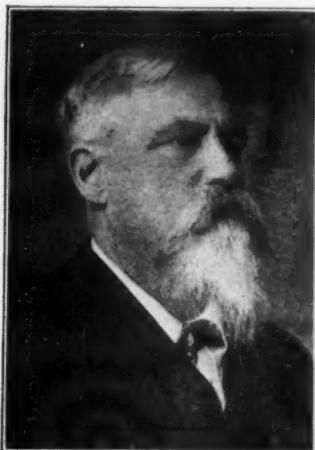
With the exception of one term he has been the head of the Franklin county Schools for the past fourteen years. He was married in 1900 to Miss Lethe Evard.

**Elizabeth C. Brainerd** was born in Ohio, reared in Missouri, educated in the common schools, Trenton high school, Kirksville State Teachers' College and the Universities of Wisconsin and Missouri. Holds a State Life Certificate. Has taught in the common schools, elementary and high schools of Spickard and Trenton and in several approved summer schools at Trenton. Was elected county commissioner in 1905 and re-elected in 1907. Became county superintendent in 1908, as Grundy county adopted supervision by local option that year, and has served continuously since. Is a member of: Community Teachers' Association; N. E. A.; XCIX Club; W. C. T. U.; Red Cross; The Missouri Association for the Relief and Control of Tuberculosis; Eastern Star; and Methodist Church. Was very active in all kinds of war work; and is very active in all Community Work.

**C. E. Burton**, county superintendent of Wayne was born in that county forty-two years ago and went

Pythias and Yeoman fraternities and of the Methodist church.

**Walter Colley** of Jasper county was born on a farm in Lawrence county in 1871 and worked with his father on the homestead until early manhood. Graduated from Carthage high school in 1890, taught country school in Lawrence and Jasper counties for a number of years, was superintendent of schools at Prosperity for two years, appointed to the office of County Superintendent in 1906, was elected to same office in 1907 and 1909. In 1911 he retired from office, having purchased his father's farm in Lawrence county he moved to it and operated it five years, at the same time serving as principal of a ward school in Joplin. Was elected to the legislature in 1912, representing Lawrence county; as member of the legislature he worked for all the progressive laws passed by the Forty-seventh Assembly and was joint author of some of them, one of which was the consolidation law, known at the time of its passage as the Buford-Colley Law. In 1918 while serving as Superintendent of the Prosperity school he was appointed



SUPT. BURWELL FOX



MRS. CLARA E. GRAHAM



MRS. SALLIE GREBE

through the common schools, high school, and two years of college in his native county. He has had special courses in Agriculture and Education at South East Mo. Teachers' College. He was appointed commissioner of Wayne county in 1907 and has held that office ever since, becoming county superintendent in 1909, when the supervision law went into effect. Through the war he served as chairman of the War Savings Committee and the Third Liberty Loan Drive and was a member of all committees on war activities in his county. Mr. Burton is in school this summer, loves school work and says that he hopes to "die in the harness." He is a member of the Methodist church.

**William M. Chapman** of Crawford county was born near Bourbon, Mo. in 1876. Educated in the rural schools, Franklin high school, Steelville Normal and the University of Missouri. Taught in the rural village and town schools and was associate principal of Steelville Normal and Business College for five years, county commissioner for six years and county superintendent of Crawford county since 1909 with the exception of one term. He is an active member of the State Teachers' Association, the N. E. A., the Masonic, Knights of

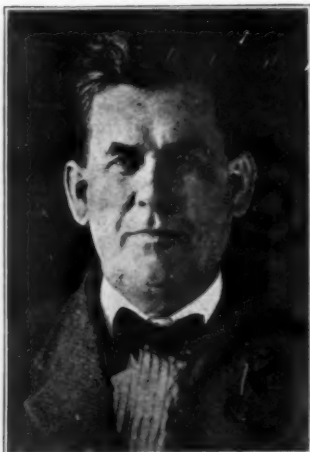
county superintendent, elected in 1919 and continues in that office.

**Burwell Fox**, President of the "1909ers," was born near Lebanon, Ohio, in 1848. Began life on farm. Moved to Indiana at age of four but remembers the scenes and incidents of the journey. Left an orphan at the age of seven, losing both father and mother who died only a month apart and returned to Lebanon, Ohio, to live with an aunt and uncle. Here he received his education, attaining what would now be considered about one year of high school work. He began the study of law before he was 19 and was admitted to the bar in 1870. In 1872 he was elected Mayor and Police Judge of his city. Came to Missouri in 1876 and entered upon school work at which work he has continued with only a short intermission for forty-four years. He has preferred to teach in the one room rural school, writing for newspapers and other periodicals as a side line. Elected Commissioner of Washington county in 1887, served one term, moved to Iron county, taught several terms there, taught four terms in Reynolds county and one in Wayne where he had as his pupils, the Hon. S. A. Baker, now State Superintendent of Schools. In 1898 he moved to





SUPT. CHAS. G. HARVEY



SUPT. J. G. HARTMAN



SUPT. W. F. KEHR

Potosi and in 1909 was elected to the office of county superintendent.

Mrs. Clara Edwards Graham, of Mississippi county was born in Saline county, Missouri; educated in the rural schools, Fairville academy, Woodland College and S. E. Mo. Teachers' College. She has taught in the rural, graded and high schools of the State and was teacher of English at the time of her election to the office of county superintendent. Has always been actively identified with movements for social, moral and civic betterment; during the war she was Chairman of the Council of Defense, member of the League to Enforce Peace and active in all the war enterprises. Sixty per cent of the schools of her county are provided with modern heating and ventilating equipment, all are organized according to the State Course of Study, thrift, health and club activities are promoted and emphasis laid upon the

aesthetic and moral development of the child. Mrs. Graham is a working member of the Baptist church, chairman of the W. M. U. and Superintendent of the Mississippi County Sunday School Association. She is a Democrat, and has been County Superintendent since 1909.

Mrs. Sallie V. Grebe of Atchison county was born in Fayette county, Iowa and for eight years attended the district school at North Center in that State; at that time her father moved to Atchison county, Missouri, and here she attended Tarkio high school and for one year was a student at Tarkio College. She then taught two years at \$33.33 per month. She was married to Wm. Grebe and has since been a resident of Atchison county. After her husband's death she resumed teaching, caring at the same time for a family of five children. For eight years she taught in two neighboring schools and



SUPT. D. M. MCCLINTOCK



SUPT. T. R. LUCKETT



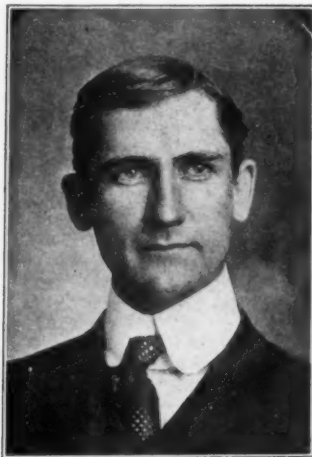
SUPT. JAS. T. McDONALD

then in the grades of the Rockport schools. In 1909 she was one of the 11 women elected to the office of county superintendent. She has held this position since that time with the exception of one term. In the summer of 1914 she studied in the University of Chicago and the year of 1916 in the University of Missouri. She has stressed the education of the whole child and believes that clean and beautiful surroundings has a wonderful effect on the development of the boy and girl.

**Chas. G. Harvey** of Benton was born in the county he serves as Superintendent in the year 1881 and spent 19 years on the farm where he was born; educated in

the public schools of his county, the University of Missouri and Hill's business College of Sedalia; taught seven years prior to his election as county superintendent in 1909 to which position he has been three times re-elected.

**J. G. Hartman** of Reynolds county was born in 1863 at Indianapolis, Iowa, near Des Moines. He was educated in the schools of Iowa, California and Missouri, attending high school in two of these states and Summer Training school in Missouri. He commenced teaching in the schools of Reynolds county when he was 16 years of age and has taught for thirty-six years in this and



SUPT. L. V. THRELFALL



MISS ZULA THURMAN



SUPT. R. B. WILSON



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Iron county. For the past twelve years he has been superintendent of schools and was a member of the county board of education prior to his taking the present office. He has been twice elected without opposition.

**W. F. Kerr**, superintendent of Warren county, was elected commissioner of that county in 1893 and has held that office continuously, becoming county superintendent in 1909. He is a resident of Marthasville at which place he taught school for 22 consecutive years prior to his becoming county superintendent. He was educated in the public and private schools of his native county, Gasconade, and in Central Wesleyan College at Warrenton. Before going to Marthasville he taught two years in Maries county.

**T. R. Luckett** of Pettis county has been superintendent of that county continuously since 1907. He received his education in the rural schools of his home county and in the high school of Sedalia. He taught in the rural school of his native county for three years, migrated to California where he was married in 1894 to Annie M. Gilmore of San Francisco. Returning to Missouri he again resumed work as a teacher and student. Mr.

in 1905. He has served in the schools at Benton, Ste. Genevieve, Caledonia and Cape Girardeau. He has served his county as superintendent continuously since 1909, being elected each time by an increased plurality over his opponents. He is married, and with his wife, who was Elizabeth Huntley, three boys and two girls, lives on a farm called "Inter-Urban Place" on the main road between Cape Girardeau and Jackson. Superintendent McDonald is a Democrat, Baptist and a thirty-second degree Mason.

**L. V. Threlfall**, superintendent of Stone county and Historian for the "1909ers" was born in Cedar county, Mo., at a little place now called Balm; the son of a Methodist preacher and left motherless at the age of four, he spent five years in his father's buggy traveling the circuits with him. He then began staying with different families until, as he puts it, he had received the training of about thirty different homes. He learned to read from the signs along the road; he attended country schools at intervals until 14 years of age. Moved to Stone county in 1890; helped father clear and operate small farm; obtained eighth grade diploma at age of



Supt. Walter Webb



Supt. M. Wray Witten

Luckett is President of the State Association of County Superintendents and prominent in educational affairs of the state, having held several offices in the M. S. T. A. and rendered important service on its committees.

**D. N. McClintock** of Caldwell county was born in Atchison county, Mo., in 1877; attended rural schools and public schools of Tarkio, Tarkio College, Stanberry Normal School, Chillicothe Normal School, Warrensburg Teachers' College, Maryville Teachers' College and University of Missouri; graduate of Maryville Teachers' College. Has taught or supervised schools continuously since entering the profession. Married in 1907 to Ethel Filson of Atchison county; has daughter 12 years of age. Has served Caldwell county as superintendent since 1909.

**Jas. T. McDonald**, superintendent of Cape Girardeau county was born on a farm in that county in 1879, educated in the "little red school house" and at Cape Girardeau Normal School. He taught and attended school alternately until he graduated from the College

23; taught for thirteen terms; graduated from Galena high school in 1901; attended Marionville College one year, and three summer terms at Springfield; was elected commissioner of Stone county in 1905-7 and -9; became county superintendent in 1909 and has held office continuously since. Married to Cordia Medsker of Willow Springs in 1906; is father of two boys and two girls.

**Miss Zula Thurman** of Lincoln county received her elementary education in the public schools of Troy, Missouri, graduated from Buchanan College and attended the University of Missouri. She has taught school 14 years, four in the rural schools and ten in the Troy public schools. She was appointed commissioner of her county in 1905; was elected in 1907 and again in 1909; she has held the office since with the exception of one term.

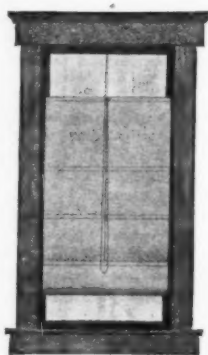
**R. B. Wilson**, superintendent of Jefferson County has held that position for fifteen consecutive years, Jefferson being one of the few counties that had adopted county supervision under the optional law. He has been elected

five times, most of the times without an opponent but always with big majorities. Mr. Wilson believes that in point of service he is the oldest county superintendent in the State.

**Walter T. Webb** of Shannon was born in 1881, in Howel county, Mo. Reared in an Ozark farm home; attended his first school in a log school house with split log benches. Graduate of Birch Tree high school; has attended both Springfield and Cape Girardeau Teachers Colleges. He taught six years, five in the rural schools of Missouri and one in a one teacher school in the state of Washington. He is married and his wife and five children are living. Served in the United States Army during the Great War.

**M. Wray Witten**, of Morgan county, was born in 1876, educated in the public schools of that county and at the State University. He was elected commissioner in 1903 and has served as Commissioner or County Superintendent since. He began teaching at the age of 17 and served as Principal or Superintendent of the Versailles Public Schools for twelve years. He was unanimously elected for the thirteenth consecutive term but resigned to become county superintendent. He has taught three summer terms in the agricultural college at Bozeman, Montana, and has written a survey of his county which was published by the University of Missouri. In the six elections at which Supt. Witten has been chosen head of the schools he has not had an opponent. He believes that in this particular he holds the State record and is justifiably proud of the confidence the people have thus shown in him.

**C. C. Carlstead** was born in Chariton county which he has served as superintendent since 1909. Educated in the rural and town schools of his county and the University of Missouri. Began teaching at the age of



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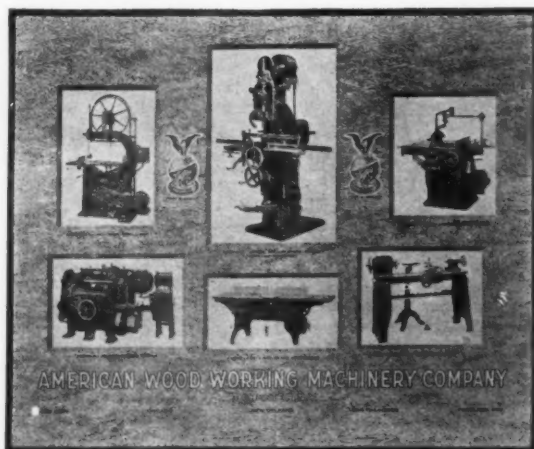
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eighteen, he served seven years in the rural schools, two years as instructor in the Prairie Hill Academy and two years as principal of the Brunswick schools.

L. E. Breus of Barton county served his county ten years as commissioner and has been superintendent since 1909, making for him twenty-two years of service as the head of the schools of his county. He is a native of Ohio, but received his education in Missouri, graduating from Warrensburg Teachers' College and spending one year at the University of Missouri. He taught in the rural schools for four years, was principal of the Lamar high schools for six years and superintendent of those schools for three years, resigning that position in 1909 when the new law made it necessary for him to devote all his time to the supervision of the schools of his county.

W. F. Hupe, of Montgomery County was born in Charlton county, Missouri, lived for a few years in Warren county, from which place he moved with his parents to a farm in Montgomery where he has since resided. On the farm he learned from his father the great lesson of hard work which he has never forgotten. He attended the rural school near his home and later the Montgomery City high school from which he graduated; his education was continued at the State Normal school and at the University. For two years he taught in the rural schools and then in the Montgomery City schools as principal of the grammar grades, which position he held for several years; was elected county superintendent in 1909 and has served continuously since. He is devoted to his work, and it and his widowed mother, with whom he lives, seem to be his sweethearts. He gives as a reason for his being unmarried, "business or homeliness."

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## Department of Child Hygiene and School and Home Sanitation

Conducted by the  
Missouri Tuberculosis Association  
W. McN. Miller, M. D., Editor



### A Prophecy

With your help in the year 1921, the Centennial Year of Missouri, with the falling tuberculosis death-rate, there will be fewer than one-half as many deaths from that disease as in the year 1911, a good accounting for the last ten years of the Missouri century.

Will you help! You can by following the rules of the game and by buying or selling Tuberculosis Christmas Seals in December.

#### MISSOURI PHYSICAL EDUCATION ACT 51st General Assembly—1921

AN ACT—To provide for the physical education, including the inculcation of health habits, the making of periodical physical tests or examinations and the recording and reporting of the findings of the same and to promote the correction of physical defects and impairments thus found, of all children in the public schools and in all educational institutions supported in whole or in part by the state, to promote the teaching of personal and school hygiene and sanitation in the schools, to promote playground activities, health supervision and nurse service, to promote the general physical welfare and to secure the proper control of competitive school athletics and to provide for a state director and deputy directors and advisors of physical education, to provide for the certification of health of teachers at the time of granting certificates to teach, and to provide for supervisors of physical education and of health and for school nurses in certain school districts and educational institutions, to authorize the raising of funds to carry out the provisions of this act and to regulate the expenditure of the same.

Be it enacted by the General Assembly of the State of Missouri, as follows:

Section 1. To promote the physical development of boys and girls in our public schools, and the correction of their physical defects and impairments, to secure proper health habits and to secure scientific sanitation in the schools, the state superintendent of public school is hereby authorized and directed:

(1) To adopt and promulgate such rules and regulations as he may deem necessary to secure courses in physical education to all pupils and students in all public schools and in all educational institutions supported in whole or in part by the state;

(2) To compile and print a manual of physical education and health supervision and school nurse service to be distributed for use by the teachers, supervisors of physical education, school health supervisors and school nurses of the state;

(3) To appoint a state director of physical education who shall, under the direction of the state superintendent of public schools, see that all rules and regulations relating to physical education, health habits, school sanitation and playground activities and athletics are carried out, and to authorize such expenditures for travel as he may deem necessary to carry out the provisions of this act.

Sec. 2. All teacher training institutions shall provide courses in physical education for the proper preparation of teachers to carry out the state rules and regulations under this act. To carry out the provisions of this section, each of the directors of physical education of the five teachers' colleges, the school of education of the University of Missouri, the Lincoln institute shall be known as a deputy state director of physical education and who shall co-operate with the state director of physical education in promoting physical education generally, and in proper control of competitive athletics in both elementary and secondary schools as may choose to adopt the provisions of this act. Each of the five state teachers' colleges shall



under the administration of the deputy state director of physical education provide extension service of properly trained and qualified field advisors for the teachers and others engaged in carrying out the provisions of this act within their several territorial jurisdictions, such jurisdictions to be established and co-ordinated by the state director of physical education by and with the advice and approval of the state superintendent of public schools.

Sec. 3. No teacher shall be employed to teach in the schools of Missouri who have not furnished a certificate by a reputable physician, showing said teacher to be in good health and free from any contagious disease at the time the certificate is granted.

Sec. 4. Each county, city and town school board employing thirty or more teachers may employ a supervisor of physical education whose qualifications for service shall be established by the state superintendent of public schools, for the schools under its jurisdiction, who shall, under the direction of the county, city or town superintendent of schools, respectively, participate in making periodical physical examination of all school children, such physical examination to be conducted as provided in section 5775 of the Revised Statutes of Missouri, 1919, which provides for the physical inspection of school children in public schools of the state, supervise the teaching of all subjects related to physical education and the physical well-being of the children under his charge, direct the supervised play and gymnastics in the schools and control school athletics. Each supervisor of physical education shall keep systematic records of the findings of all physical tests or examinations and shall prepare and forward such true and exact copies of the same to the state director of physical education as he may demand, who shall compile and report the findings of the physical examination to the state superintendent of public schools with his recommendations. Each supervisor of physical education shall also report the findings of the physical examination of any child to its parent or guardian and may make such recommendations to promote the correction of defects or the amelioration of impairments as is deemed necessary. County, city and town school boards employing thirty or more teachers may employ, or otherwise provide or secure the services of, a supervisor of health

and of one or more school nurses, who shall serve under the administration of the county, city or town superintendent of schools as the case may be or under the supervisor of physical education if so delegated by the school superintendent in charge; provided that in case the supervisor of physical education is qualified to perform the duties of supervisor of health, he may perform the duties of both offices. These provisions shall apply alike to schools for white children and for colored children. It is provided that this act shall not be construed to require any school child to undergo private examination or medical treatment recommended by the supervisor of physical education, or health supervisor, or by any other person who may have conducted the physical examination of the school child, without the consent of its parent or guardian.

Sec. 5. To carry out the provisions of this act, county, city and town school boards employing such supervisor of physical education or supervisor of health, are hereby empowered to raise funds and to expend the same as for other lawful purposes. Coming within the provisions of this section of this act is meant to be included the authority to purchase such books, printed matter, apparatus— including weighing scales, instruments and other necessary appliances and supplies as may be designated by the state director of physical education acting under the state superintendent of public schools.

Sec. 6. All of the provisions of this act, in so far as they pertain to public health as set forth in section 5775 of the Revised Statutes of Missouri, 1919, shall be carried out with the advice and co-operation of the state commissioner of health or other authorized executive officer of the state board of health.

Sec. 6a. Provided that the provisions of this act shall not apply to colleges and institutions of learning which do not receive state aid.

#### THE SCHOOL MA'AM

She's a student, she's a teacher,  
She's a leader and a preacher,  
And she holds her powers steady on the track.

She's a wondrous hearted woman  
For she's most divinely human.  
She's the Queen of Hearts to all her blooming pack.

—Isaac Newton Evrard.

## Recommended by the Pupils Reading Circle Board

Each book is attractively and durably bound in Vellum de Luxe cloth

Games, Seatwork and Sense Training.....	\$.54	Just Stories .....	\$.52
What to Do for Uncle Sam.....	.60	Two Little Indians .....	.40
Brownie Primer .....	.48	Story of an African Boy .....	.60
Circus Book .....	.32	Nature Myths and Stories .....	.52
Hawk Eye, An Indian Story .....	.40	Second Brownie Book .....	.52
Household Stories .....	.40	Three Little Cottontails .....	.29
Little People of Japan .....	.60	Ab, The Cave Man .....	.48
Robinson Crusoe Reader .....	.48	Little Eskimo .....	.52
Minerals .....	.60	Among the Giants .....	.32
Products of the Soil .....	.60	Child's Garden of Verses .....	.37
Manufactures .....	.60	Little People of the Snow .....	.48
Transportation .....	.60	Pied Piper and Other Stories .....	.48

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### ORDER NOW

## McClure's HISTORY OF MISSOURI

By C. H. McClure

Head of History Department, State Teachers' College,  
Warrensburg, Missouri

### A CENTENNIAL HISTORY

Since before the close of this school term Missouri will be ushered into the Centennial of her statehood it should be a matter of pride as well as patriotic duty for every Missouri teacher to make an intensive study of the history of the State.

This book is written for the purpose of giving to the boys and girls of the State the story of Missouri's development during the one hundred years of her statehood, in a form that they may read with profit to themselves and to the great State which is their home.

Ready now.

Adopted by the Pupils Reading Circle Board for Seventh and Eighth Grades. Designated by State Course of Study for Eighth Grade, Third Quarter.

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## Items of Interest

Faculty members on leave of absence from Southwest Teachers College at Springfield are John B. Boyd who will study agriculture for a year in Cornell, Roy Ellis who will take courses in law and economics in an eastern college, Paul Andrews who will further specialize in geography in an eastern university, Miss Addie Starrett who will pursue her studies at the University of California and the Misses Wood who will spend the year in France. J. D. Delp will do graduate work in the school of commerce at the University of Missouri.

Tests and Measurements will be handled by the Missouri State Teachers' Association, through its Reading Circle Department, if satisfactory terms can be arranged with the publishers. There is a growing demand for this material and the heads of the educational departments of the various State institutions have indicated that the purchasing of the necessary supplies for this work is one of the hinderances to its further development in the

State, hence arrangements are being attempted to handle the more generally used of this material by the State Teachers Association. Secretary E. M. Carter expects to be able to make definite announcement of material and prices soon.

Doctor M. G. Neals, who for the past year has been Professor of Education in the University of Missouri, will assume a similar position in the University of Minnesota at the beginning of the term in September. Missouri regrets that she must lose another of her leading educators to a sister university that is able to offer greater opportunities to young and ambitious men who have dedicated their lives to educational work. Doctor Neale's successor has not yet been appointed.

Superintendent A. R. Curry for several years in charge of the schools at Kennett, Mo., has accepted the principalship of one of the "A Class" schools in Kansas City. His place at Kennett will be filled by Supt. Egbert Jennings, and that of Mr. Jennings at

## Two Phenomenal Teachers' Books

### NEW METHODS IN ARITHMETIC

*By Edward Lee Thorndike, Teachers College, Columbia University*

The book is like a tonic—up to the minute in content, reasonable, practical. It deals with modern problems and solves them by modern methods, eliminates useless difficulties, and reduces eyestrain to a minimum. It convinces one, in fact, that arithmetic is not only an intellectual game of the most spirited character, but a substantial helper in one's life work.

### CHILDREN'S LITERATURE

*By Charles Madison Curry and Erle Elsworth Clippinger,  
Professors of Literature in Indiana State Normal School*

An extraordinary success though out only a short time; *Children's Literature* has been chosen as a course by Hundreds of normal school students. And why not? A well-spring of pleasure, information and inspiration, it ought to be in every grade schoolroom. *Children's Literature* is the first book to give a series of discussions for the grades, and a carefully organized collection of poetry and prose selections for use in the grades.

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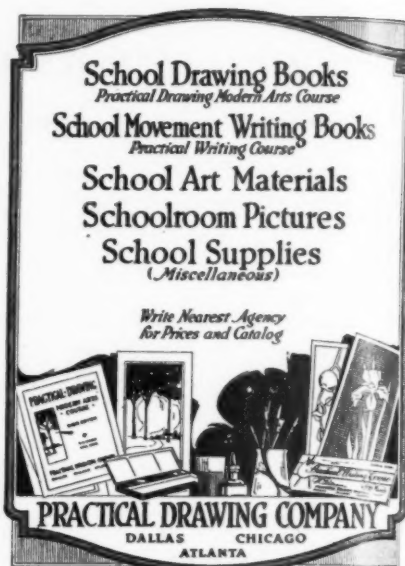
CHICAGO

NEW YORK

Kingsville will be taken by Mr. M. L. McCoy, formerly of Hamilton.

Doctor Arlie G. Capps, who recently was awarded his Doctorate in the University of Illinois, has accepted a position in the School of Education at the University of Missouri. Doctor Capps, in addition to teaching will devote some time to survey work in the schools of the State.

Superintendent A. L. Threlkeld, until recently superintendent of schools at Chillicothe, has accepted the assistant superintendency of the Denver schools. Mr. Threlkeld will retain the Presidency of the M. S. T. A. until his term expires after the St. Louis meeting. Missourians congratulate him on his merited promotion but regret that it takes him out of the State where his influence for the educational interests was great and is greatly needed. Supt. Kerr, of Unionville will have charge of the schools at Chillicothe and Unionville will be under the direction of Supt. W. E. Moore who moves from Brookfield.



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by helping them get positions,  
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**The fall term opens Sept. 13, 1921**

For bulletin, or information regarding residence, extension  
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UEL W. LAMKIN, President, or  
W. A. RICKENBRODE, Registrar,  
Maryville, Mo.

Several Colleges of Missouri have changed presidents since the last issue of THE SCHOOL AND COMMUNITY. The Northeast Teachers College will be presided over by Uel W. Lamkin formerly Federal Director of Vocational Education and well known throughout the State, having served as chief clerk in the office of Mr. Gass, ably filled the office of State Superintendent of Schools, and the office of President of the M. S. T. A. for one term and has been prominently connected with educational affairs of the State for the past decade. Mr. Richardson who has been the most successful president of the institution for the past five or six years has not announced his plans for the future. Southeast Missouri State Teachers College has elected Mr. Joseph Serena to succeed President Dearmont. Mr. Serena has for the past several years been head of the William Woods College at Fulton, Missouri. Mr. Dearmont, it is understood, will continue his residence in Cape Girardeau and devote his time to the editing of the daily paper at that place, in which he has a financial interest. Hardin College has elected Samuel J. Vaughn president of that Institution. Mr. Vaughn is a Missourian, though his work has been largely out of the State. He is a graduate of Drury College at Springfield. For the last several years has been prominent in the field of Industrial Arts having been Director of Industrial Teacher Training in an Illinois Teachers College, Head of the Department of Industrial Education, University of Illinois and editor of the INDUSTRIAL ARTS MAGAZINE since its establishment. Doctor Milion who for many years has been president of Hardin is in charge of a denominational school in Des Moines. Cottey College, the name of which is intimately associated with that of Mrs. V. A. C. Stockard, because of her long service as its president, will be under the direction of Mr. J. G. Harmon who succeeds her. Mr. Harmon is a young man, well known for his activities in the educational field. He has for the past few years been superintendent of the city schools of Nevada, Missouri.

Have you ordered your library books? Remember that your State Teachers' Association furnishes them. White E. M. Carter, Secretary, Columbia, for order blanks.



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## MISSOURI STATE TEACHERS ASSOCIATION

Annual Convention Held in St. Louis, Missouri, November 3-5, 1921

## Physical Education Section

A. E. Kindervater, St. Louis Public Schools, Chairman  
Frances Stark, Kansas City Public Schools, Secretary.

This section will meet in the Critique Room of the Harris Teachers College on Friday, November 4th at 2:30 p. m.

## PROGRAM

1. Introductory Remarks by the Chairman.
2. The Relation of Physical Education to a National Health Program, by Dr. W. H. Thaler, Medical Inspector of the Public School Hygiene Department. Discussion.
3. What the World War Taught the American People about Physical Education, by Fred M. Maroney, Director of Physical Education, Public Schools, Atlantic City. Discussion.
4. The Relation of Physical Education to Art, by Prof. E. H. Wuerpel, Washington University. Discussion.
5. Election of Officers.

### COLLECTIONS TO AUGUST 3RD BY CONSTITUTIONAL CONVENTION COMMITTEE, M. S. T. A.

Total June Report .....	\$4918.21
C. T. A. Elsberry .....	81.15
Missouri U. C. T. A. ....	87.50
Laddonia Teachers .....	2.10
Festus Teachers .....	10.09
Seneca Teachers (\$3.15) .....	.90
Desloge Teachers .....	10.70
Bonne Terre Teachers .....	25.40
Kirksville Teachers .....	49.81
H. H. Schoeperkoetter .....	2.00
Montgomery Co. Teachers .....	18.65
Slater Teachers .....	13.38
Metz Teachers .....	6.57
University City Teachers .....	19.40
C. T. A. Holden .....	32.20
C. T. A. Garden City .....	9.23
St. Louis Teachers (\$3138.92)*.....	234.40
Hallsville Teachers .....	2.55
Joplin C. T. A. (High School).....	42.80
C. T. A. Maryville Normal .....	25.20
C. T. A. Hamilton .....	4.20
C. T. A. Cape Girardeau .....	70.00
Stet Consolidated .....	1.95
Moberly C. T. A. ....	20.17
Jefferson City C. T. A. (\$47.07)*.....	1.00
Normandy Consolidated .....	28.55
W. C. Fisher .....	2.10
Joplin Central Teachers' Association...	11.65
Walter Webb .....	2.00
Vernon Co. C. T. A. ....	33.67
Thos. J. Walker .....	2.80
Kansas City Teachers.....	2647.59

Shelbina Teachers .....	5.00
E. M. Carter .....	3.24
Springfield C. T. A. ....	181.63
Kennett Teachers .....	10.00
Springfield Normal C. T. A. ....	48.57

Total .....\$8,593.36

\*Previously reported.

There are many of us creep,  
Into the world to eat and sleep  
And know no reason why we're born,  
But that we may consume the corn  
Devour the cattle, flesh and fish,  
And leave behind an empty dish.  
And if the tombstone when we die,  
Beant taught to flatter and to lie,  
There's nothing better can be said,  
Than that he's eat up all his bread  
Drunk up his drink and gone to bed.

An unpublished manuscript of Isaac Watts

### MISSOURI STATE TEACHERS' READ- ING CIRCLE

#### Members Reading Circle Board

- Hon. Sam A. Baker, Chairman, Jefferson City,  
State Superintendent of Public Schools.  
T. E. Spencer, St. Louis, 1921. Director Edu-  
cational Extension, Instruction Department.  
Board of Education.  
C. A. Burke, Harrisonville, 1922. County Su-  
perintendent of Cass County.  
Miss Elizabeth L. White, Nevada, 1923.  
County Superintendent of Vernon County.  
A. L. Threlkeld, Ex-Officio, Chillicothe, Presi-  
dent Missouri State Teachers' Association  
and Superintendent of Schools.  
E. M. Carter, Ex-Officio Secretary, Columbia.

#### Teachers' Book 1921-1922

For the Teachers' Reading Circle for the year 1921-1922, the Board has adopted the books listed below. Each will fill a distinct need and will be of much value to teachers. The Reading Circle course consists of at least two of the three books. Any two books may be selected.

*The Teaching of Geography* by Mendel E. Branom, Department of Geography, Harris Teachers College, Saint Louis, and Fred K. Branom, Department of Geography, Chicago Normal College. List price \$1.48. Reading Circle price \$1.25.

*The Community Center* by L. J. Hanifan, State Supervisor of Rural Schools, West Virginia. List price \$1.68. Reading Circle price \$1.50.



*Principles of Health Control* by Francis M. Walters, A. M., Professor of Physiology and Hygiene, State Teachers College, Warrensburg, Missouri. List price \$2.24. Reading Circle price \$1.40.

#### Teachers' Reading Circle Centers

The county should be divided into Reading Circle centers or divisions so that each center will contain not less than four teachers. A good time to organize the centers is now. A competent leader should be selected in accordance with the plans of the County Superintendent for each Reading Circle center. In order to get credit for Reading Circle work, at least six meetings must be held in addition to the last meeting at which the examination is given. A minimum of sixty minutes for each lesson in each book must be spent, or a total of 120 minutes must be spent on two books at each meeting. It is especially recommended that the first Reading Circle meeting be held the second Saturday after the schools begin in September and that meetings be held every two weeks thereafter until the six meetings shall have been held. In this way the Reading Circle work can be completed before the beginning of the bad weather in December or January.

## Positions For Teachers

### Are Still Numerous With Us

Well qualified teachers can get the service they desire through our bureau during the fall months. We have many calls on file right now. Perhaps the position you want is calling on us for assistance. If you will write us fully, send picture, giving references, telling exactly what you want; we will start to work for you immediately.

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KANSAS CITY, MO.

### Credit for Reading Circle Work

State Superintendent Baker makes the following recommendations concerning secondary credit for Reading Circle work for the year 1921-1922.

1. One-fourth unit secondary credit will be given on Brantom's *THE TEACHING OF GEOGRAPHY*, one-fourth unit secondary credit will be given on Hanifan's *THE COMMUNITY CENTER*, and one-fourth unit secondary credit will be given on Walters' *PRINCIPLES OF HEALTH CONTROL*, provided that at least two of the books must be studied before credit is received. This credit also fulfills the requirements for professional work on the renewal of certificates.
2. It is recommended that at least two books be studied simultaneously.
3. Students who are in school will not be permitted to take the Reading Circle work for credit.
4. Reading Circle work for secondary credit must be done in Reading Circle centers composed of not less than four teachers including the leader.
5. Each Reading Circle center must hold not fewer than six meetings.
6. A minimum of sixty minutes on each

book must be spent at each meeting of the Reading Circle center or a total of one hundred and twenty minutes must be spent on two books at each meeting. (A total of three hundred and sixty (360) minutes must be spent on each book or seven hundred and twenty (720) minutes on two books exclusive of the time required for the final examination.)

7. The final examination for Reading Circle work will be given by the County Superintendent at the time and place of the March, June and August examinations for teachers. The examination questions are to be furnished by the manager of the State Teachers' Reading Circle and papers graded by the school in which credit is desired. Competent Reading Circle center leaders are to be appointed by the County Superintendent.

8. It is recommended that the first Reading Circle center meeting be held the second Saturday after the schools begin in September and that meetings be held every two weeks thereafter until the six meetings shall have been held. In this way the reading circle work can be completed before the beginning of the bad weather in December or January.

## ECONOMICAL, CONVENIENT, HELPFUL

**No. 398. Missouri Selections for Reading in the Seventh Grade**

**No. 399. Missouri Selections for Reading in the Eighth Grade**

**FIRST:** These books contain selections called for in the Missouri Course of Study for careful study in each of the quarters of the seventh and eighth years.

**SECOND:** The general suggestions given in the Missouri Course of Study have been applied directly and definitely to each selection. They are to aid the teacher in carrying out the requirements of the Course of Study.

**THIRD:** The material here is in more economical form than it can be secured elsewhere.

**FOURTH:** The material is in more convenient form than in separate editions.

**FIFTH:** Quarterly examinations in reading sent out by the Missouri State Department of Education are based on the selections which these books contain.

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These books may be obtained from

**E. M. CARTER, Secretary of Missouri Teachers' and Pupils' Reading Circles**  
Columbia, Missouri, at 90c each.

### The Pupils' Reading Circle

The Pupils' Reading Circle will again be able to supply all books listed in the State Course of Study and will send them out promptly by parcel post, prepaid. There are about five hundred excellent books on the list. Write E. M. Carter, Secretary, Columbia, Missouri, for free order blanks.

### BOOK REVIEWS

**THE STORY OF MATKA**, by David Starr Jordan. With an appendix containing an article *The Fur Seals of the Pribilof Islands*, by George Archibald Clark. First of the *Animal Life Series*.

A charmingly devised nature story, with a stirring appeal to the imaginations of boys no less than girls that will hold the interest of the young readers as well as those of high school age. It is a quaint and moving romance of the fur bearing seals of the Bering Sea.

Illustrated by photographs as well as original drawings by Chloë Leslie Starks.

It is a book that will be welcomed and loved in any child's library, and is suitable for supplementary reading in the fifth grade and up.

Price \$1.00. Yonkers-on-Hudson, New York: World Book Company.

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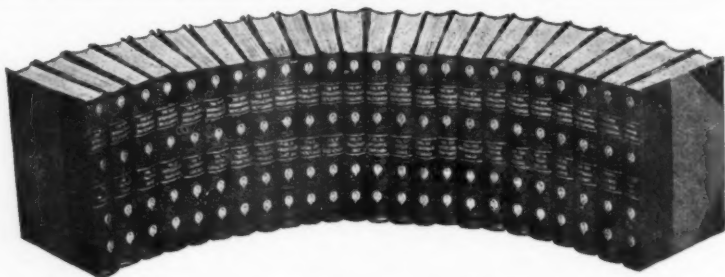
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